

REGIS HIGH SCHOOL

DENVER, COLORADO



Preparatory to Regis College

CATALOG 1922-1923

ANNOUNCEMENTS 1923-1924

Corporate Title:
REGIS COLLEGE
DENVER, COLO.

(On July 1st, 1921, the corporate name of the institution was changed from the "College of the Sacred Heart" to "Regis College".)

The College is within the City limits, about four miles northwest of the central loop of the Denver Tramway system. The "Rocky Mountain Lake" car—No. 37—runs to the College grounds every twenty minutes.

All communications by mail or telegraph should be addressed:

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REGIS COLLEGE,
DENVER, COLORADO.

West Fiftieth Avenue and Lowell Boulevard.

CALENDAR

1923

Sept. 4	Tues.	Registration
Sept. 5	Wed.	Classes begin 9 A. M.
Sept. 11	Tues.	Reorganization of the Junior Sodality
Sept. 13	Thurs.	Reorganization of the High School Societies
Sept. 15	Sat.	Solemn Mass of the Holy Ghost 9 A. M.
Sept. 25	Tues.	Conditioned Examinations
Oct. 25	Thurs.	Students' Annual Retreat begins
Nov. 1	Thurs.	Feast of All Saints
Nov. 17	Sat.	Solemn Requiem for Deceased Faculty Members and Alumni
Nov. 29	Thurs.	Thanksgiving Day
Dec. 8	Sat.	Feast of the Immaculate Conception
Dec. 18	Tues.	Subject of the Prize Essay for the Hibernian Medal announced
Dec. 21	Fri.	Christmas Recess begins

1924

Jan. 3	Thurs.	Classes Resumed
Jan. 22	Tues.	Mid-year Examinations
Jan. 30	Wed.	Assembly
Jan. 31	Thurs.	Second Semester begins. Registration
Feb. 22	Fri.	Washington's Birthday
Feb. 26	Tues.	Conditioned Examinations
Mar. 6	Thurs.	First Preliminary Elocution Contest
Apr. 17	Thurs.	Easter Recess begins 9 A.M.
Apr. 22	Tues.	Classes Resumed 9 A.M.
Apr. 29	Thurs.	President's Day
May 1	Thurs.	Second Preliminary Elocution Contest
May 18	Sun.	Final Elocution Contest
May 29	Thurs.	Ascension Day
May 30	Fri.	Decoration Day
June 9	Mon.	Final Examinations begin
June 16	Mon.	Commencement

AFFILIATION

Regis High School is affiliated to:

The North Central Association of Colleges and Secondary
Schools

The Catholic Education Association

The University of Colorado

This affiliation and recognition means that credits from
Regis High School will be accepted by any accredited College or
University in the eighteen Central Western States.

BOARD OF MANAGERS*

REV. ROBERT M. KELLEY, S.J.....	President
REV. JOHN G. KROST, S.J.....	Vice-President
REV. WILLIAM J. FITZGERALD, S.J.....	Secretary
REV. FRANCIS X. HOEFKENS, S.J.....	Treasurer
REV. SERASTIAN A. MAYER, S.J.....	

*Regis High School is under the management of the Board of Managers of Regis College.

OFFICERS OF ADMINISTRATION

REV. ROBERT M. KELLEY, S.J.....	President
REV. JOHN G. KROST, S.J.....	Principal
REV. FRANCIS X. HOEFKENS, S.J.....	Treasurer
REV. SEBASTIAN A. MAYER, S.J....	Supt. of Buildings and Grounds
REV. WILLIAM J. FITZGERALD, S.J.....	Chaplain
REV. J. M. MINOT, S.J.....	Librarian
NORMAN J. DREYFUS, S.J.	}Assistant Prefects of Discipline
FLORENCE H. MAHONEY, S.J.	
EMMETT P. O'CONNELL, S. J.	
JOHN L. POLSKI, S.J.	
WARREN F. SHOOK,	Secretary
THOMAS J. DANAHEY, M.D.	}Attending Physicians
D. G. MONAGHAN, M.D.	
JAMES I. LAUGHLIN, D.D.S.	
CLAUDE C. COOPER, M.D.	}Consulting Physicians
M. D. CURRIGAN, M.D.	

FACULTY

REV. ROBERT M. KELLEY, S.J.....	President
REV. JOHN G. KROST, S.J.....	Principal
REV. JOHN M. FLOYD, S.J.....	
.....	Classics, English and Elocution, Religion
REV. MICHAEL E. GORMAN, S.J.....	
.....	Classics, English and Elocution, Religion
REV. J. M. MINOT, S.J.....	History, Latin, Elocution
NORMAN J. DREYFUS, S.J.....	English and Elocution, Latin
WILLIAM H. HAYDEN, S.J.....	Mathematics, Physics
FREDERIC J. LEIBOLD	Music
WILLIAM C. MACNAMEE, A.B.....	
.....	Civics, History, English and Elocution, French
FLORENCE H. MAHONEY, S.J.....	
.....	High School Biology, Chemistry, Mathematics
JOSEPH F. MALONEY, A.B.....	
.....	Latin, English and Elocution, Mathematics, History
RAYMOND H. MULLEN, S.J.....	History, Latin, Mathematics
EMMETT P. O'CONNELL, S.J.....	
.....	English and Elocution, Latin, Spanish
JOHN L. POLSKI, S.J.....	Mathematics
FLOYD J. SHAFER, Ph.B.....	Physical Education
STANLEY L. SULLIVAN, A.B.....	Substitute Teacher, Physics
WILLIAM J. TOOMEY, S.J.....	Greek, Civics
VINCENT J. WARD, S.J.....	Latin

GENERAL INFORMATION

HISTORY

The foundations of Regis College, to which Regis High School is preparatory, were laid as far back as the pioneer days of 1877, when the Fathers of the Society of Jesus opened the College of the Sacred Heart in Las Vegas, New Mexico. About that time Colorado was beginning to give promise of the amazing development which is so much in evidence to-day. Alive to the big possibilities and to the proportionate need of better educational facilities, the Jesuit Fathers at the invitation of Bishop J. P. Machebeuf of Denver founded a second school for the education of boys at Morrison, Colorado, in 1884. Beautiful as was the location of Morrison College, it soon became evident that Denver was to become the metropolis of the Rocky Mountain region, and accordingly the colleges at Las Vegas and Morrison were merged into a third institution during September, 1888. This third college was located on a tract of land near the northwestern limits of the City of Denver and for thirty-three years under the name of the College of the Sacred Heart it has been well known as one of the flourishing educational institutions of the West.

The first President of the College of the Sacred Heart was the Reverend Salvator Persone. The College was incorporated on November 27th, 1893. Article 1 of the Constitution reads: "The name of this Corporation is the College of the Sacred Heart, Denver, Colorado." Its object is to encourage learning, to extend the means of education, and to give permanency and usefulness to the said Institution." On April 19th, 1921, the following amendment to the Articles of Incorporation was adopted:

At a meeting of the Board of Trustees of "College of the Sacred Heart, Denver, Colorado," a corporation organized and existing under and by virtue of the laws of the State of Colorado, duly called and held for that purpose,

On motion it was resolved that Article I of the Articles of Incorporation of said "College of the Sacred Heart, Denver, Colorado," be amended so as to change the name of said corporation from "College of the Sacred Heart, Denver, Colorado," to "REGIS COLLEGE," so that said Articles when so amended shall read as follows:

1. The name of the corporation shall be "REGIS COLLEGE," and its location shall be in the City and County of Denver, State of Colorado.

STATE OF COLORADO
CITY AND COUNTY OF DENVER } ss.

We, the undersigned, Robert M. Kelley, President, and William J. Fitzgerald, Secretary, of College of the Sacred Heart, Denver, Colorado, a corporation organized and existing under and by virtue of the laws of the State of Colorado, and located in the City and County of Denver, State of Colorado, do hereby certify that at a meeting of the Board of Trustees of said corporation specially called for that purpose and held on the 19th day of April, 1921, at 1:30 o'clock P. M., a written resolution changing the name of said corporation from "College of the Sacred Heart, Denver, Colorado," to "REGIS COLLEGE," of which and the whole thereof the above, is the true and correct copy, was adopted by the affirmative vote of at least two-thirds of all the members thereof. That the total number of votes cast in favor of such amendment was five votes, and that the total number of members of said Board of Trustees is and was five.

IN WITNESS WHEREOF, we, the said President and Secretary of said corporation, have hereunto subscribed our names and affixed the corporate seal of College of the Sacred Heart, Denver, Colorado, this 19th day of April, 1921.

ROBERT M. KELLEY, PRESIDENT.

WILLIAM J. FITZGERALD, SECRETARY.

The College is authorized to confer degrees by Section 1 of an Act of March 28th, 1889 (Session Laws of 1889, p. 121), which states that: "Any corporation, now or hereafter existing for educational purposes, under the laws of this State, which shall maintain one or more institutions of learning of the grade of a university or college, shall have authority by its directors or board of trustees or by such person or persons as may be designated by its constitution or by-laws, to confer such degrees and grant such diplomas and other marks of distinction as are usually conferred and granted by other universities and colleges of like grade."

A STANDARD HIGH SCHOOL

Regis High School maintains a standard firm and clear regarding the place and nature of high-school education. The modern, fully up-to-date High School serves a number of distinct purposes. On the one hand, there stands out boldly the significant fact that while only one-tenth of High School students ever get into college or university or technical school, fully nine-tenths of them go out from the High School rooms to face the stern problems of life. For the sake of the less favored youths who do not want a continuation of the elementary school as a distinct preparation for a college education, the high school must by all means shake off the grip of the college standards and offer courses of instruction more directly helpful to the occupations its students will follow.

On the other hand, however, stands another fact, no less significant, namely, that the High School is essentially a link in a larger comprehensive educational system destined to provide for the intensest and supremest needs of state and church and college alike. From this point of view, the High School must positively articulate with the College by offering courses of secondary education presupposed for advanced strictly collegiate work or for technical and professional specialization.

To meet these needs of different students, the High School offers three different standard programs of instruction, each covering a period of four academic years:

The Classical High School Program.

The Latin-English High School Program.

The Scientific High School Program.

The affiliations of Regis High School are given on page four.

SYSTEM OF EDUCATION

The educational system in use throughout Regis High School is not an experiment, but an organized system, definite in its principles and in its purpose, resting upon a long and wide experience. Substantially it is the same as that employed in the two hundred and twenty-seven high schools, colleges and universities conducted by the Society of Jesus in nearly all parts of the world.

Psychological in its methods and based upon the very nature of man's mental process, it secures that stability which is so essential to educational thoroughness, while at the same time it is reasonably elastic, so as to make liberal allowance for the widely varying circumstances of time and place; on the one hand conservative in retaining, so far as possible, all that is of unquestionable value in the older learning, it is, on the other hand, sanely progressive inasmuch as it freely adopts and incorporates the best results of more recent experiment and observation. Thoroughly up-to-date, it has not lost its identity and individuality; many of the supposedly new methods of teaching are, as a matter of fact, mere revivals of devices recommended and employed long ago in the Jesuit system.

In the intellectual training of its students Regis High School aims at laying a solid foundation in the elements of knowledge, and at opening the mind to a generous share in the culture of life. Holding as a fundamental tenet that different studies have distinct educational values, so that specific training afforded by one cannot be fully supplied by another, the studies are chosen, prescribed and recommended each for its peculiar educational value and for its place in a complete and nicely adjusted system. Accordingly, some curricula are prescribed; some schedules, embracing well-chosen and co-ordinated studies, are comparatively rigid; yet never to prohibit such variations as may be suggested by the future career of the individual. In other words, the High School advocates a wise, deliberate and prudent election by men whose profession is education, not a reckless labor-shirking choice by improvident youths.

In its moral training, the High School directs its efforts towards building the conscience of its students for the right fulfillment of their civil and religious duties. The avowed purpose of its training is to lay a solid foundation in the whole mind and character of the student, amply sufficient for any superstructure of

science and arts and letters, fully adequate, too, for the upbuilding of that moral life, civil and religious, which must ever be rated the highest and truest honor of worthy manhood.

Our own Daniel Webster was but enunciating a truth which through all the Christian centuries has been honored in practice as an axiom among educational principles, when he declared:

"It is a mockery and an insult to common-sense to maintain that a school for the instruction of youth, from which Christian instruction by Christian teachers is sedulously and religiously shut out, is not deistic and infidel in its tendency."

Nor does Regis High School share the delusion of those who seem to imagine that education, understood as the mere enriching and stimulating of the intellectual faculties, has of itself a morally elevating influence in the human life. The truth is: knowledge and intellectual development of themselves have no moral efficacy whatever; science, as such, has never made even one true man; the best chemist or engineer, the most eminent astronomer or biologist, may be infinitely far from being a good Man.

The educator, therefore, who would not disgrace his name, must develop side by side the moral and the intellectual faculties of the student; he must, as far as in him lies, send forth into the world men of sound judgment, of acute and rounded intellect to be sure—but still more, men trained to a deep and abiding sense of duty and responsibility, men measuring fully up to the correctest idea of noble manliness. Now, such morality—in fact any morality without religion—is but a myth. Religion alone can purify the heart and guide and strengthen the will. Religion alone can furnish the solid basis upon which high ideals of business integrity and of moral cleanliness will be built up and conserved. Religious truth, then, must be the very atmosphere that the student breathes; Christianity must suffuse with its light all that he reads, illuminating what is noble and exposing what is base, giving to the true and to the false their relative light and shade; the divine truths and principles of consistent Christianity must needs be the vital force animating the whole organic structure of education. Accordingly, the study of religion is prescribed for all Catholic students of every division; consistently,

too, these are urged and expected to comply with their religious duties regularly and conscientiously. Non-Catholic students are admitted to the courses, but no effort is made to obtrude Catholic doctrines on them. Discipline, however, requires that they be present with due reverence at all public religious services.

Although the physical well-being and training of the students is only of secondary importance in educational systems, inasmuch as it must be subordinated to mental and moral development and health and vigor, the High School authorities have never overlooked its relative place and value.

LOCATION

Regis College is situated in the northwestern section of Denver, the College campus forming a part of the northern city limits. The campus is located between Lowell and Federal Boulevards on the west, and east, and between 50th and 52nd Avenues on the south and north, comprising more than ninety acres. The general level of the campus is higher than the surrounding property and thus commands a view of the fertile Clear Creek valley and the majestic range of mountains which encircle Denver on the west and give it distinction as the city of mountain and plain. The climate of Colorado is justly famous. Its sunshiny days, its clear, dry air, and its unusually moderate temperatures help to make life pleasant and beautiful. Each year students attend Regis who were unable to carry on their school work elsewhere on account of ill health, but who here successfully carry their studies while making a permanent gain in health.

In the science department the laboratories are fitted out with an exceptionally complete equipment for experimental work. The physics laboratory is generously equipped with instruments of standard make for carrying out experiments in mechanics, heat, light, sound, electricity and magnetism. Besides high-power microscopes and the ordinary apparatus for routine work in Botany and Zoology, the Biology laboratory is fully equipped for sectioning and staining, and for microphotography.

Throughout the institution itself sanitary provisions are of the best. Halls, corridors, dormitories and private rooms, all are spacious, well-lighted and well-ventilated.

BUILDINGS

At present all of the buildings are located on the old campus of fifty-five acres. The new campus consisting of forty acres has recently been opened from Federal Boulevard by means of a curved driveway to be known as "Pantanella Drive." Trees and shrubs were planted along the driveway this past spring and it is planned to gradually follow out the planting and road plans drawn by a firm of Denver landscape architects.

MAIN BUILDING. A large four story building built of Castle Rock Stone, with an imposing front of 300 feet and a depth of 60 feet. The building was completed in the fall of 1888. It contains the administration offices, parlors, recitation rooms, chapels, dormitories and study hall for students of Regis High School, and private rooms for students of the higher classes. In it are also located the science lecture rooms and laboratories for physics, chemistry, biology and seismology.

THE RESIDENCE HALL at 5127 Lowell Boulevard is a large private residence bought by the College in 1891 and since used for housing college students.

THE GYMNASIUM, built in the year 1912, 90 feet by 60 feet, gives ample room for indoor athletics, has a full size basket ball floor with a gallery for spectators. This building also serves temporarily as an auditorium and is equipped with a Powers 6A Moving Picture Machine as well as a large portable stage. Connected with the Gymnasium is a large room for handball, wherein there are two alleys. The shower baths adjoin the handball alleys. Next to the shower baths is a spacious play hall, furnished with three billiard tables and other facilities for recreation. Furthermore Regis High School provides its students with ample opportunities for outdoor athletic exercises. The High School possesses extensive facilities for baseball, football and track work. The grounds at the disposition of the students are so extensive that three or four games of baseball besides the same number of tennis games may be played at one and the same time.

Finally, all reasonable care is exercised that neither the studies nor the health of students suffer any detriment.

The department of athletics is in charge of a competent and experienced coach. A member of the faculty exercises supervision over this department of school activities.

THE DINING ROOM ADDITION, erected in 1922, is an adjunct to the old Main Building and is constructed of Castle Rock Stone, brick and terra cotta. The addition is forty by seventy feet and houses a large modern kitchen and refrigerating plant on the first floor and the student's dining and service room on the second floor. The faculty dining and service room occupies the third floor and the fourth floor contains seventeen single rooms for students.

CARROLL HALL, named after Archbishop John Carroll, the first Catholic bishop of the United States, is the new college residence building under construction. It will cost, when completed, \$250,000.00, and its erection has been made possible by the generosity of the people of Denver and immediate vicinity. It is being built of brick and terra cotta and is of the Collegiate Gothic type of architecture. It will contain when completed one hundred and fifty single private rooms, with offices, college class rooms, lounging and play rooms, shower baths, and running hot and cold water in each room. The building will be fireproof and will represent what is most approved in collegiate dormitory construction.

It is expected that Carroll Hall will be ready for the next fall term of school.

DISCIPLINE

Since the educational system employed by Regis High School includes as one of its prominent features the development of the moral faculties, special attention is given to the training and formation of character. For this reason a closer supervision is exercised over the students than is usual at the present day in most of the larger schools— as close, in fact, as any dutiful parent could reasonably expect; yet the manner of doing this is such as to exclude every harsh feature. The authorities take a paternal interest in each student; the professors live with the students, mingle with them constantly, interest themselves in their sports, encourage and direct them in their studies, and in every way assume the relation rather of friend than task-master. This constant, familiar, personal communication on kindly terms between professor and student is a powerful means for the formation and uplifting of character.

Consistently with the avowed purpose of the High School, the enforcement of rule and discipline, while mild and considerate, is unflinchingly firm, especially where there is question of the good of the student body or of the reputation of the School. The authorities will not consider any applicant who does not present besides approved credentials as to previous studies, also satisfactory testimonials as to his personal good morals, and a certificate of honorable withdrawal from the school last attended. The registration of a student is deemed a recognition and acceptance on his part and on the part of his parents or guardian, of the duty of compliance with all the rules and regulations of the High School. The authorities reserve to themselves the right to suspend or dismiss any student whose conduct or influence is unwholesome, or who is not amenable to advice and direction; such student may be removed from the High School although no formal charge be made against him.

Besides the professors and authorities of the High School to whom the student may have recourse in the difficulties which may beset him, a priest is set aside whose one duty is to act as counselor to any and all the students in whatever concerns their welfare, but above all in what concerns their conscience and the formation of character. There are many things which arise in the life of a boy or young man at High School in which he needs the advice of one who is experienced, and is at the same time ready to give a father's interest to the student. This need is supplied by the Chaplain.

CO-OPERATION

All the efforts of Professors are doomed to failure unless they are seconded by parents and guardians. The home authorities of day students are therefore urged to insist upon constant and diligent home study every night in the school year. Boarding students at Regis High School are given three full hours of obligatory and supervised study each day. Hence it would be unreasonable to expect a student who lives at home to succeed in mastering the same difficulties, unless earnest home study become his habitual evening occupation.

Students who have been absent and those who are unusually late in the morning, should bring with them a statement signed by a parent, in which the exact length of the absence, and the reason for it, or the cause of the tardiness is explained. Failure to comply with this regulation will at times make it necessary to send the student home for the excuse.

No student will be allowed to answer telephone calls unless the authorities of the High School have been informed who wishes to speak to him. Except for truly grave reasons students will not be allowed to make or answer telephone calls during class-periods or study-time. Persons wishing to call students by telephone are requested to give the students' telephone number, which can be found in the current telephone directory.

Visits may be paid to resident students on Sunday, Wednesday and Saturday afternoons. Visits should not be paid on full class days, especially not during class and study hours.

Visitors who are not known to the High School authorities must come with a letter of introduction from parent or guardian of the student upon whom they are calling.

The Regis High School authorities reserve to themselves the discretionary power of supervising correspondence of boarding students. It is taken for granted that this provision meets with the wishes of parents.

EXPENSES

GENERAL

Matriculation Fee (payable the first year only).....	\$ 5.00
Tuition, Entertainment and Athletic Fees.....	100.00
Board, Lodging, Laundry* and ordinary Medicines.....	375.00

The above are fixed charges for every student. They are payable in advance in quarterly installments as follows: For Day Students: \$30.00 on the opening of school in September; \$20.00 on November 15th; \$30.00 on February 1st; \$20.00 on April 15th. For Boarders: \$125.00 on the opening of school in September; \$112.50 on November 15th; \$125.00 on February 1st; \$112.50 on April 15th.

*Laundry in excess of \$1.00 a month will be charged to the student at cost to Regis High School.

SPECIALS

Laboratory Fees:

Biology	\$15.00
Chemistry	15.00
Physics	10.00
Botany	5.00
Physiology	5.00
Breakage Deposit (returnable) in Chemistry and Physics	5.00
Music: Piano, Brass, Reed or String Instruments, 32 lessons	50.00
Use of Instruments	20.00
Conditioned Examination on the Regular Day Assigned for each branch	1.00
Conditioned Examination on Days other than those assigned for each branch	2.00
Detailed Certificate of Scholarship.....	1.00
Certificate of Graduation from High School.....	5.00
Private Rooms (reserved to students of the upper classes)	

In the Main Building..... 40.00 to 50.00

In the Dining Room Addition..... 60.00 to 80.00

Rental for rooms is payable in advance and a deposit of \$10.00 is required at the time of engaging the room. The deposit is not returned in case of failure to occupy the room. This deposit is not applied to room rent, but is kept to cover any damage

beyond reasonable wear which may be done to the room or its furnishings while occupied by the student. The balance is returned to the parents at the end of the year.

Any student who does not measure up to the standard in studies, or fails to give satisfaction in conduct, will be deprived of the privilege of a private room.

All books are sold on a cash basis. Each student should at all times be kept supplied with sufficient funds (which may be left on deposit with the Treasurer) to meet such current expenses. The average cost for books amounts to about \$12.00 for the first half of the year, and to about \$5.00 for the second half. The student alone will be responsible to parents or guardians for an itemized statement of expenditures.

REMARKS

No student will be promoted from one class to another, or receive any degree, diploma or statement of credits, until his financial accounts are satisfactorily settled.

No deduction on account of late arrival in either term will be made for a period of less than one month.

If a student is withdrawn before the end of a quarter, no refund will be made. Should, however, a student leave owing to prolonged illness or be dismissed for any cause, a deduction will be allowed for the remainder of the quarter, beginning with the first of the following month.

No expenditure for clothing or for incidental expenses of any student, nor advances for pocket money, will be made by the School unless an equivalent sum is deposited with the Treasurer.

Books, stationery and toilet articles are sold by the School at current prices. The profit from these sales is used entirely for the benefit of the student body.

Express and parcel post packages to the students must be prepaid.

The School will not be responsible for any articles of clothing or for books left behind by students when leaving School; much less for the loss of any article while in the keeping of the student.

NECESSARY ARTICLES ON ENTRANCE

Each student should, on entering or returning after the Christmas holidays, bring enough clothing to last until the next vacation.

The following outfit should be had by all: At least two suits of clothing, four sets of summer underwear, four sets of winter underwear, six outer shirts, three suits of pajamas, six collars, four neckties, twelve handkerchiefs, six pairs of socks, three pairs of shoes, eight towels, six napkins, brushes, combs, soap and other toilet articles.

To guard against loss in the laundry, the full name of the student should be firmly sewn *on every article of clothing*. The use of woven names for this purpose is insisted on. Information concerning the purchase of woven names accompanies each catalog sent to a prospective student.

Trunks, suitcases, etc., must also be marked with the owner's name in full. **THE NAME ON THE TRUNK SHOULD BE PAINTED IN LARGE LETTERS ON THE HANDLE SIDE.**

A complete list of all articles of clothing brought by the student should be handed to the Brother in charge of the clothes before unpacking the trunk.

THE ACADEMIC YEAR

The High School year, beginning early in September and ending on Commencement Day in the third full week in June, comprises at least thirty-six weeks. It is divided into two terms or semesters; the first semester begins on the day set for the opening of High School in September, the second semester begins on February first.

CLASS DAYS

Classes are taught every day of the week except Sunday. On Wednesday and Saturday afternoons, however, there is a half-holiday, unless the preceding day happens to be a full holiday.

CLASS HOURS

Classes are taught from 9:00 A. M. to 11:50 A. M., and from 1:10 P. M. to 2:50 P. M., with suitable short intervals for recesses.

ATTENDANCE

All students are expected to register on the day designated in the calendar for registration. Once a student has registered, faithful attendance at all classes is essential to the student's personal progress and to general discipline. Students who often absent themselves from classes, without a good excuse, will be excluded from Regis High School. Parents who frequently withdraw their sons from attendance for holidays, errands and the like, must take the full responsibility of their sons' consequent poor progress. Where such absence becomes excessive, parents will be requested to withdraw the student altogether. Students who take up employment which consumes time that should be given to study will be asked to give up their positions or withdraw.

Absences totaling more than 15 per cent. in any class during the semester cancel a student's right to the semester examination in the respective branch.

VACATIONS

All Holydays of Obligation are also school holidays.

At Christmas-time a recess of about two weeks is granted, which resident students are allowed to spend in their respective homes.

At Easter-time a short recess is granted beginning on Holy Thursday at 9:00 A. M. and ending on the following Tuesday at 9:00 A. M.

During this recess only those students whose parents reside in Denver or nearby towns are allowed to go home.

Students who do not return at the close of Christmas and Easter vacations on the date set in the calendar must bring a written excuse from their parents or guardians. Failure to present this excuse will mean a forfeiture of privileges accorded to High School students, at the discretion of the Principal, and may lead to the late-comer's permanent dismissal.

The first and third Sundays of each month may be spent at home by those city students whose diligence and deportment are satisfactory. On the same conditions out-of-town students are permitted to go in to Denver on the two "home-going" Sundays of each month.

Other holidays are noted on the calendar-page of this bulletin.

EXAMINATIONS

Examinations in all subjects are held at the close of each semester. Partial examinations and written recitations are held from time to time during the semester, with or without previous notice to the students, at the discretion of the instructor. The result of a semester examination, combined with the student's class work (each to count one-half) will determine his grade for the semester.

A condition (E) due to failure in a semester examination may be removed by a supplementary examination, upon recommendation of the department concerned, with the approval of the Principal. The supplementary examinations are held during the first month of the succeeding semester. They may be taken only on the days specified.

A conditioned student who desires such examination must notify the department concerned one week in advance so that examination questions may be prepared. He must also notify the Principal on or before the same day so that arrangements may be made for the examination. For each subject, a fee is charged, payable in advance at the Treasurer's office. Removal of conditions by examination shall not entitle the student to a grade higher than D.

A student may take only one examination to remove a condition. If he fails to pass the subject, in both the regular and supplementary examinations, he must repeat the entire subject in class.

Conditions may be incurred: (a) by a failure to satisfy the requirements of any course, which requirements include the recitations, tests and other assigned work as well as the examinations; (b) by exclusion from an examination because of excessive classroom absences; and (c) by absence, due to any cause, on a day appointed for examination, provided the work done during the semester is below passing.

Conditioned students absent from the regular supplementary examinations must present an excuse satisfactory to the Principal or receive a grade of F for the course.

Students who are obliged to repeat a subject because of failure in the final examinations, and who fail in that subject a second time, will not be allowed to continue at Regis High School unless the failure has been made good by summer school work and an examination, with passing grade, taken before the opening of school in September.

Students whose examinations result in a total of two failures and one condition, or one failure and two conditions, will be refused admission the following semester, subject to the discretion of the Principal.

REPORTS

Reports of general scholarship, examinations, attendance and conduct are sent to parents or guardians once a month and special reports of individual students will be furnished at any time upon reasonable request. Parents are earnestly requested to inspect the reports carefully, sign them and return them promptly to the *Principal*. Low marks should be investigated without delay, and when the report card is not received for any month, the Principal should be informed at once.

QUALITY OF WORK

GRADES

A student's grade of scholarship in each of his subjects is determined by the combined results of examinations and class work.

ABOVE PASSING

A 93—100, Excellent

B 85— 92, Good

C 77— 84, Fair

D 70— 76, Passed

BELOW PASSING

E 60—69, Conditioned

F 0—59, Failed

I—Incomplete*

X—Absent

Any student who desires to remove an Incomplete must arrange with the Principal for this purpose. A fee of \$2.00, paid in advance, will be charged for the examination required in removing an Incomplete, if the examination must be taken on any other than the day designated for conditioned examinations or monthly tests.

CLASS HONORS

First honors are conferred upon those whose combined class marks and examination averages do not fall below 93 per cent.; second honors for a final average of not less than 85 per cent.

Students who register late or whose attendance is not satisfactory, are ineligible for class honors.

*A student may be reported Incomplete, if some small portion of his work remains unfinished, providing his standing in the course has been of grade C or higher. To secure credit, this work must be completed within one month after the beginning of the following semester; otherwise the course will be recorded as of grade E.

TRANSCRIPT OF RECORDS

Students wishing transcripts of records in order to transfer from this High School to another, or for other purposes, should make early and seasonable application for the same. No such statements will be made out during the busy periods of examination and registration, September 1st to 15th, January 15th to February 1st and June 15th to July 1st. In no case will such transcripts be given to students themselves, but, in accordance with the accepted practice, transcripts will be sent to the College or University which the student plans to enter.

CLASS ADVISERS

The English teacher in each year of High School is to be looked upon as Class Adviser of students attending his class, unless for special reasons other arrangements are made by the Principal. The student's general progress is the Class Adviser's special concern. Plans for courses, change of courses and other matters of moment affecting each student should be put before the respective Class Adviser by the student in question or by his parents, guardians or other teachers, before the matter is referred to the Principal. The latter is general director of all Class Advisers.

SCHOLARSHIPS

Each year numerous applications are received regarding deserving boys who have not sufficient means to pay the usual fees, but who are eager to obtain the advantages of a thorough Catholic education. The financial condition of the school makes it impossible to admit boys free, and positions at the High School whereby a student may earn part of his school expenses are limited. Hence an appeal must be made to the numerous and generous friends of Catholic education to provide what are known as scholarships. It is hoped that a number of scholarships of the following kinds will be established soon:

1. PERPETUAL SCHOLARSHIP FOR BOARDING STUDENTS

The gift of \$7,000 enables the High School to take care of a boarding student in perpetuity.

2. PERPETUAL SCHOLARSHIPS FOR DAY STUDENTS

The gift of \$1,500 will provide for a day student during the existence of the High School.

3. ANNUAL SCHOLARSHIPS FOR BOARDING STUDENTS

The gift of \$450 will found an annual scholarship for a boarding student.

4. ANNUAL SCHOLARSHIPS FOR DAY STUDENTS

The gift of \$90 will provide an annual scholarship for a day student.

Any contribution, however small, to the purpose of scholarships, is acceptable. When the fractional contributions amount to the sum required, it will enable the faculty to announce other scholarships.

To date the following scholarships have been founded:

The Schussler Scholarship for boarding students, founded by Rev. James Schussler, S.J.

The Sacred Heart Scholarship and the St. Joseph Scholarship, for day students, founded anonymously.

THE REGIS HIGH SCHOOL ATHLETIC SCHOLARSHIPS

THE GRAMMAR SCHOOL SCHOLARSHIPS

Each year in May, picked track teams from the Catholic Grammar Schools of Denver are invited to the Regis Campus to compete in a track meet for two Regis High School scholarships. One of these is awarded to the **CONTESTANT** winning the highest number of points in the meet. The other scholarship is awarded to the **SCHOOL** whose team ranks highest in the total of points won. The pastor of the school winning the prize selects the boy who is to receive it. Both scholarships are for four years of High School tuition. They are not transferable and are awarded according to the requirements mentioned below.

THE HIGH SCHOOL SCHOLARSHIPS

This spring saw the inauguration of an intra-state scholarship track meet, open to all Catholic High Schools of Colorado. Two prizes were set up: A partial one year boarding scholarship for Regis College valued at \$275.00; and a day scholarship or partial boarding scholarship for Regis College valued at \$100.00. The High School track meet is now a permanent feature of Regis athletics. With the growth of the school the prizes offered will be increased in number and value.

SCHOLARSHIP REQUIREMENTS

1. A general average of 85 per cent in a semester examination must be maintained by the holder of a scholarship.

2. The scholarship covers board and tuition only, and does not excuse from fees listed above.

3. Privileges of a scholarship may be withdrawn at any time by reason of unworthy conduct.

FOUNDED MEDALS AND PRIZES

Another method of assisting both faculty and students is the foundation of medals and other prizes. The gift of \$300 will found a medal in perpetuity, and the founder's name will be perpetuated in the annual catalogs. It is hardly possible to conceive a more effectual way of perpetuating the memory of a benefactor than this foundation of medals and prizes. The name of the benefactor will be annually recalled as long as the School survives.

FORM OF BEQUEST

"I give, devise and bequeath to REGIS COLLEGE, Denver, Colo., the sum of.....Dollars, for the uses and purposes of said institution."

PRIZES

THE ALUMNI MEDAL. For the highest general average in combined branches of fourth-year High School. Donated by the Alumni Association.

THE CONNOR MEDAL. For excellence in Elocution. Founded by Mrs. M. J. Lamb, Chicago, Ill.

THE HIBERNIAN MEDAL. For the best Essay on Irish History. Donated by the Ancient Order of Hibernians, Denver, Colo.

THE NICHOLS MEDAL. For excellence in Elocution. Founded by the late J. Hervey Nichols, Denver, Colo.

Besides the first named, gold medals are offered the leaders in each division of the High School classes. In order, however, to qualify for these, a student must follow the regular Classical Course and must maintain a general average of not less than 90 per cent.

THE STUDENT'S LOYALTY CUP (see page 27) was awarded to the class of the First Year of High School, Division A. Next in merit: the Class of the Fourth of High School, Division B.

STUDENT ORGANIZATIONS

FOREWORD

It is hardly open to dispute that a necessary part of Catholic High School life is to rouse in the hearts of students a desire for active participation in the Lay Apostolate, no less than to gradually introduce them into the intellectual and social world to which their education rightfully entitles them. To this end the High School authorities have instituted and fostered among others the following societies:

1. **THE SODALITY OF THE IMMACULATE CONCEPTION**, for the promotion of more than an ordinary degree of Christian zeal and piety. Under the patronage of the Virgin Mother of God, the members of the Sodality strive in imitation of her, to render themselves more and more worthy of her intercession and the protection of her Divine Son, as well as more Christlike by the promotion of all the spiritual and corporal works of mercy. These latter especially, fostered as they are throughout the school year, cannot but result in a spirit of active charity, of benefit to their Pastors and to all with whom they come in contact.

2. **THE APOSTLESHIP OF PRAYER, LEAGUE OF THE SACRED HEART**. This organization seeks to procure a happy means of fulfilling the command of God, "Pray always," by giving to even ordinary daily actions the efficacy of prayer. The members hope by this means to further the designs of Jesus Christ, and they league themselves with Him to procure the spread of the grace of salvation to all men.

3. **THE ST. JOHN BERCHMAN'S SANCTUARY SOCIETY**. The object of this society is to contribute to the beauty and the solemnity of Divine worship by an accurate observance of the liturgic rites and ceremonies, and to afford students the privilege of serving at the altar.

4. **THE REGIS COLLEGE STUDENT CONCLAVE**. With the promotion of greater student fellowship and unity in view, the Regis Student Conclave was formed in the fall of the present school year. The Conclave embraces both the College and High School Divisions, and directs its attention to all student activities, with concentration of effort under the four heads of athletic, social, dramatic and student government activities.

The most notable work of the Conclave in its initial year was the founding of the Student's Loyalty Cup. The Cup, established by the Regis students themselves, is awarded each year according to a set of rules drawn up by the various College and High School classes for the success of class members in scholarship and extra-curricular activities.

5. THE ACADEMIC LITERARY AND DEBATING SOCIETY, aims at the cultivation of a faculty in the expression of logical argument Every two weeks a semi-public debate is held—the subject and contestants being announced by the Director in advance. After the assembled members have balloted on the merits of the arguments the question is thrown open to the house. Herein the timid speaker finds his opportunity, and many a promising orator has been developed thereby. Students of the third and fourth years of High School are members of this society.

6. THE REGIS DRAMATIC SOCIETY aims at a two-fold object—the entertainment of the student body and faculty by the frequent presentation of refined short plays, and the practical training of its members in dramatic expression.

The past year witnessed perhaps the best effort of the Regis Dramatic Society in the production of the Passion Play, "Retribution", by Rev. M. H. Gorman, S.J., at the Denver Auditorium March 8, 9, and 10, before capacity houses, and Good Friday to a record breaking audience. The leading roles were carried by Regis Alumni. The consistency displayed by Alumni and students alike in the portrayal of character, the fidelity with which the beautiful lines were interpreted, the harmony with which the huge cast blended in rendering the deep feelings of the Passion, gave a tone to the production that verged on the professional.

7. THE GLEE CLUB, to which all students with the proper qualifications are eligible. About two hours a week are devoted to practice—to vocal culture, the study of theory and correct interpretation. Frequent public and semi-public entertainments give the members ample opportunity to manifest their ability and improvement.

8. THE ORCHESTRA affords all those capable an opportunity of "ensemble" playing. The work of the Orchestra is sufficiently heavy, since they are called upon to display their wares at practically every social gathering and academic function of the school.

9. THE CHOIR, composed of the more capable members of the Glee Club. They are expected to do their part toward making all chapel exercises devoutly agreeable. The members meet twice a week for rehearsal of Masses and Hymns appropriate for the sacred ceremonies.

10. THE ALUMNI ASSOCIATION, to which any former student at present in good moral standing is eligible. The active membership numbers 1,000, and with their main reason for existence before them as a motive power, they hope to be able to claim a large share of the labor of building a greater Regis College. The officers of the Association at present are:

Clarence D. O'Brien, President.

John P. Akolt, Vice-President.

Aloysius L. Bautch, Secretary-Treasurer.

11. THE BROWN AND GOLD is a sixteen-page monthly publication of the student body. Its staff is chosen by competitive trials of those best suited for newspaper writing. Its columns are likewise open to all other students as well as to the members of the Alumni Association. Thus the paper serves not only to chronicle current student activities, but serves as an alumni organ as well. A distinctive feature of "The Brown and Gold" is its pictorial section, four pages of each issue being devoted to pictures of the College, Denver and its environs.

REQUIREMENTS FOR ADMISSION

All applicants for admission must give satisfactory evidence of good moral character.

Candidates for admission to the first year of the High School must present evidence of the required preparation. Applicants are admitted on presentation of certificates that they have completed a standard elementary school course of eight grades. Applicants who are unable to present such certificates, or the equivalent, must pass satisfactory examinations in the following subjects:

ENGLISH—1. Grammar—Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

2. Composition—a short letter or narrative to test the candidate's ability to write grammatical English.

ARITHMETIC—Fractions, common and decimal; denominate numbers; measurements; percentage, including commissions, stocks and bonds, simple and compound interest; discount; ratio and proportion; square and cube roots.

HISTORY—Principal epochs and events in the history of the United States; some knowledge of the chief factors in these events; causes and results of great movements and wars.

GEOGRAPHY—Division of the world into continents; political division of the continent; form of government of each country, its chief cities, its great rivers and products, etc.

Candidates for advanced standing will be accepted from approved high schools and academies. Applicants must furnish a certificate of work for which credit is sought, signed by the Principal or head of the school in which the studies have been pursued. This transcript of record must be mailed directly from the officials of the school issuing it to the Principal at Regis High School. No applicant will be accepted until a satisfactory statement of work done in the last school attended and of an honorable dismissal from that school has been received.

N. B.—Admission on school certificates is in all cases provisional. If after admission to the High School a student fails in any subject for which certificate was accepted, his credit for that subject is cancelled.

STUDIES PRESCRIBED FOR REGULAR STANDING

The High School does not prescribe branches beyond the minimum entrance requirements for contemplated collegiate courses. Accordingly, the study of the ancient classics is not rigidly exacted of all. Nevertheless it is strongly urged upon all prospective technical and professional students without exception. All high-class schools of law and medicine decidedly favor the study of the classics; technical schools, too, unhesitatingly express the same preference. And, indeed, there is no good reason whatever why the mechanic and tradesman and salesman should not put into his life of toil a degree of that special breadth of view which is so spontaneously acquired through an acquaintance with the classics, the world's rich treasures of ancient thought and feeling.

Not unfrequently disappointment arises in after years, when the student finds himself debarred from entering upon the career of his choice because of his inability to meet the preliminary educational requirements set down for that career. To remove all danger of such humiliations for student and school alike, the Principal and teachers will give every possible assistance and direction in regard to the choice of the student's program of studies—and the Principal will not allow students to enter definitely upon any program other than the classical until he has received from the parents or guardian a written statement approving the choice and relieving the school of all responsibility.

I. CLASSICAL CURRICULUM*

FIRST SEMESTER

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
English I..... 5	English II..... 5	English III..... 5	English IV 5
Latin I..... 5	Latin II..... 5	Latin III..... 5	Latin IV 5
Algebra I..... 5	Geometry I..... 5	Greek I 5	Greek II 5
History I..... 5	History II..... 5	Algebra II } 5	Physics 6
		Or Chemistry } 6	
		Or History III } 5	

SECOND SEMESTER

English I 5	English II 5	English III 5	English IV 5
Latin I 5	Latin II 5	Latin III 5	Latin IV 5
Algebra I 5	Geometry I 5	Greek I 5	Greek II 5
History I 5	History II 5	Geometry II } 5	Physics 6
		Or Chemistry } 6	
		Or Civics } 5	

*The completion of this Curriculum admits the student to the Bachelor of Arts Curriculum in Regis College.

II. LATIN-ENGLISH CURRICULUM

FIRST SEMESTER

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
English I 5	English II 5	English III 5	English IV 5
Latin I 5	Latin II 5	Latin III 5	Latin IV 5
Algebra I 5	Geometry I 5	Spanish I } 5	Spanish II } 5
History I 5	History II 5	Or French I } 5	French II } 5
		Algebra II } 5	Physics 6
		Or History III } 5	
		Or Chemistry 6	

SECOND SEMESTER

English I 5	English II 5	English III 5	English IV 5
Latin I 5	Latin II 5	Latin III 5	Latin IV 5
Algebra I 5	Geometry I 5	Spanish I } 5	Spanish II } 5
History I 5	History II 5	Or French I } 5	French II } 5
		Geometry II } 5	Physics 6
		Or Civics } 5	
		Or Chemistry 6	

III. SCIENTIFIC CURRICULUM*

FIRST SEMESTER

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
English I 5	English II 5	English III 5	English IV 5
Algebra I 5	Geometry I 5	Algebra II 5	Spanish II or } 5
History I 5	History II 5	Spanish I or } 5	French II or } 5
Physiology } 5	Physiology } 5	French I or } 5	German II 5
or	or	German I 5	History III 5
Botany	Botany	Chemistry 6	Physics 6

SECOND SEMESTER

English I 5	English II 5	English III 5	English IV 5
Algebra I 5	Geometry I 5	Geometry II 5	Spanish II or } 5
History I 5	History II 5	Spanish I or } 5	French II or } 5
Physiology } 5	Physiology } 5	French I or } 5	German II 5
or	or	German I 5	Civics 5
Botany	Botany	Chemistry 6	Physics 6

*The completion of this Curriculum admits the student to the Bachelor of Science Curriculum in Regis College

DEPARTMENTS OF HIGH SCHOOL INSTRUCTION

Unless otherwise specifically indicated below, all branches are taught five periods each week, for two semesters. Each period covers fifty minutes of actual teaching. Double periods are given for laboratory work.

BOTANY

A course of lectures and recitations supplemented by laboratory and field work, on the structure, development and functions of root, stem, leaf, flower and fruit; classification of the vegetable kingdom; natural groups of plants; conditions of growth and dispersal; time of flowering and fruits, etc. Special attention is given to the flora of the State of Colorado.

Lectures and recitations, four periods a week; laboratory work, one double period a week, for one or two semesters.

Text: Smallwood Revelery, and Bailey.

CHEMISTRY

This course is intended to acquaint the student with the fundamental principles of the science, to meet the demands of a liberal education and to prepare him for more advanced work in College.

The course includes lectures, recitations, demonstrations and problems combined with laboratory work. The following matter is included: Study of important elements and their compounds; Atomic Theory; Chemical Equations and Calculations; Percentage Composition; Solutions; Acids, Bases, Salts; Neutralization; Electrolytic Dissociation; Electrolysis; Pressure, Temperature and Volume with reference to gases; Valence; Catalysis; Reversible Reactions; Chemical Equilibrium; Periodic Law; Flames and Illuminants; Determinations of Molecular and Atomic Weights and Formulas; Metallurgy.

To secure credits for laboratory work a detailed record of all the experiments had in class will be required.

Five periods a week are devoted to the work—three lectures and two double laboratory periods.

Text: McPherson and Henderson's Chemistry and Its Uses. Laboratory Manual by the same authors.

CHRISTIAN DOCTRINE

RELIGION I—Two periods a week.

- (a) De Harbe's Complete Catechism of the Catholic Religion, Part II, On the Commandments.
- (b) Church History, De Harbe. From Adam to the Ascension of Christ.

RELIGION II—Two periods a week.

- (a) De Harbe, Part III. On the Means of Grace.
- (b) Church History, De Harbe. From the Ascension of Christ to the Protestant Reformation.

RELIGION III—Two periods a week.

First Semester: (a) De Harbe, Faith and Creed. (b) Church History, De Harbe. From the Protestant Reformation to the present day.

Second Semester: (a) De Harbe, Faith and Creed, finished. (b) Conway, The Question Box.

RELIGION IV—Two periods a week.

Conway, The Question Box.

DEBATING

The course is open to the students of the Third and Fourth Years. Its object is to develop ease and fluency in public speaking, and to familiarize the members with the details of parliamentary practice. Clear, logical thought on a given subject, the habit of proficiency in the extempore expression of thoughts, together with an apt and forceful delivery, are aimed at throughout the course.

ELOCUTION

This course is taught one hour a week. A number of times during the term each student is obliged to render carefully prepared selections before the class. Students from the various elocution classes engage in the preliminary contests listed in the calendar and those chosen as most proficient compete in the final contest, held in May, for the Connor and Nichols gold medals.

- I. Vocal culture and gesture drill. Breathing exercises, articulation, pronunciation of vowels and consonants. Exercises in reading and in the rendition of easy selections. Concert drill.
- II. Vocal culture and gesture drill. Power, stress, melody, pitch, enunciation, inflection of words and sentences. Varieties of simple gestures. Calisthenic exercises. Rendition of selections.
- III. Vocal culture and gesture drill. Power, stress, melody, pitch, tone slides and waves. Difficult position, complex gestures, rendition of more difficult selections.
- IV. Reading and declamation of oratorical selections. Original orations on subjects assigned by the professor. From time to time, debates are had on topics within the mental capacity of the members of the class.

ENGLISH

In the English Course the general principles of rhetoric are studied, the various modes of composition are practiced to give facility in writing clearly and correctly, and enough literature is read to develop the beginnings of good taste and the first elements of literary culture. It is not the purpose of the High School to teach poetry, fiction, the art of short-story writing, the principles of oratory, the elaborate structure of the essay or the technique of the drama. To do so would be futile, as these subjects are ordinarily beyond the capacity of the high school student. The literature in these forms assigned to the High School is used only to illustrate the matter of the class, to furnish material for oral and written composition and to enable the instructor to foster in the students a habit of right reading.

The literature assigned to the classes is divided into three sections: (a) *Texts for detailed study*. All of these should be studied in class and be well known, though it may not be necessary or even practicable to read each work entirely during class. Required are: a knowledge of the subject matter and form of each work, with an explanation of the principal allusions; the literary qualities, as far as they illustrate the rhetorical principles of the year; a biographical outline of the authors and an account of their work. (b) *Supplementary reading*. These texts must be read by all, and should be known as the preceding, but without the same detailed accuracy. (c) *Class reading for book reports*. Each student is obliged to make one book report each month.

ENGLISH I

The work of this year is intended to serve as an introduction to rhetoric, as distinguished from grammar, and such a knowledge of the principles as may help the student in correct, coherent, yet simple expression both oral and written. The composition work is abundant, especially letter writing. In literature the purpose will be to arouse and develop an interest in reading, and to teach the elements of discrimination of worthless books from those worth while. No student will be allowed to pass beyond the First Year who cannot: (a) Spell correctly 85 per cent. of ordinary non-technical words such as are found in any chapter of Irving, Lamb or Stevenson; (b) observe the ordinary conventions of capitalization, punctuation and letter writing; (c) form ordinary sentences and join them coherently.

RHETORIC. A review of English grammar; the elements of rhetoric; diction, sentence structure, paragraphing, figures; letter writing. Ward, Sentence and Theme, Punctuation Leaves.

COMPOSITION. Daily exercises in the analysis and structure of sentences and paragraphs. Weekly themes in simple narration and description. Frequent writing of telegrams and of social and business notes and letters.

LITERATURE. (a) Texts for detailed study. Dickens, Christmas Stories; Longfellow, Selected Poems; Irving, Sketch Book; Hawthorne, Twice-Told Tales. (b) Supplementary reading; Cooper, The Last of the Mohicans; Stevenson, Treasure Island; Poe, Poems and Tales. (c) Reading for book reports: Group 1*.

ENGLISH II

In this class a beginning is made in the modes of composition. The repetition of punctuation, diction, the rhetorical sentence and sentence variation and figures is continued throughout the year in conjunction with the regular work. The paragraph is more fully explained and repeated in the narrative paragraph during the first semester, and in the descriptive and narrative paragraph during the second semester. The student at the end of the Second Year is expected to be certain of the coherence of his sentences and of their proper transition. He should, moreover, be able to group his sentences about a common topic in the paragraph. The chief guide to his higher graduation will be his ability to paragraph in his composition and to understand and interpret simple literary selections.

RECTORIC. In the first semester the regular subject is narration in its elements; in the second semester, description in its elements. During the last quarter, exposition (explanation) is begun in connection with description. Ward, Theme Building.

COMPOSITION. Daily exercises in paragraph writing (including brief newspaper paragraphs), with emphasis on the practice in definition in the second semester. Weekly themes in narration, description and exposition, frequently in the form of letters.

LITERATURE. (a) Texts for detailed study: Scott, Ivanhoe; Whittier, Snowbound, and other poems; Sir Roger de Coverly Papers; Washington, Farewell Address; Webster, Bunker Hill Oration. (b) Supplementary reading: Cooper, The Spy; Scott, The Talisman; Longfellow, Tales of a Wayside Inn. (c) Reading for book reports: Group II*.

ENGLISH III

The rhetorical principles are restricted to the simple essay (narrative, biographical, personal, etc.), to simple story, and to the simple forms of argumentation, without a treatment of the essay, short story or oration as art forms. In the treatment of argumentation, emphasis is laid on the proposition, its correct statement and proper study, and on the usual sources of arguments.

*See page 40.

RHETORIC. Exposition (continued); outlining, planning, summarizing; the chria and forms of the simple essay. Narration (continued); plot, character, delineation; the elements and kinds of the short story. Argumentation; debating. Text-book: White, English Study and English Writing.

COMPOSITION. Frequent exercises in paragraph writing, and in making analyses, outlines, synopses. Weekly themes in letters, descriptions of a more elaborate kind, narrations involving simple plots, chrias and essays of a simple kind. Once each semester a paper of at least 1000 words will be required, either a short story or a biographical, critical or scientific essay. In the second semester at least one simple speech or debate will be required.

LITERATURE. In the literary study frequent reference, by comparison or otherwise, is made to the texts and readings of the preceding years. The reason for this is chiefly that the students may be able to recall the literature of the course in view of the final College Entrance Examinations. (a) Texts for detailed study: Dickens, David Copperfield; Lowell, Vision of Sir Launfal, and other poems; Lamb, Essays of Elia; Macaulay, Essay on Johnson. (b) Supplementary reading: De Quincey, Flight of a Tartar Tribe; Eliot, Silas Marner; Shakespeare, Julius Caesar. (c) Reading for book reports: Group III*.

ENGLISH IV

In this year special attention is given to the reviewing of the literature of the high school course and to the acquirement of as much literary erudition as is possible. Each student should be familiar with the requirements of the Uniform College Entrance Board and with the present entrance requirements and examinations of standard colleges.

RHETORIC. Review of the four modes of composition; the didactic essay; its qualities and kinds; the speech, its component parts, the speech for occasion. Prosody and versification; the common verse forms; a brief study of the nature of poetry and its forms. Textbooks: White, English Study and English Writing; Parsons' Art of Versification. Quinn's, Loyola Book of Verse.

COMPOSITION. Frequent exercises in the paragraph, especially the editorial. In the second half-year daily exercises in verse analysis and composition. Weekly themes in the various forms, especially in letter writing and critical essay. In the second half-year additional credit will be given for metrical composition. Once each half-year a paper of at least 2000 words will be required, either a speech or a short story, or an essay indicative of the student's ability to gather and manage material without special aid.

*See pages 40 and 41.

LITERATURE. History of English Literature: From the beginning of English literature to the present. Textbook: Tisdale, an Outline of English and American Literature. (a) Texts for detailed study: Garraghan, Prose Types in Newman; Newman, Dream of Gerontius; Shakespeare, Merchant of Venice. (b) Supplementary reading: Pope, Essay on Criticism; Tennyson, Idylls of the King. (c) Reading for book reports: Group IV*.

READING FOR BOOK REPORTS

GROUP I

Aldrich, The Stillwater Tragedy; Bennett, Master Skylark or Barnaby Lee; Bouve, American Heroes and Heroines; Brown Rab and His Friends; Cooper, Deerslayer; Drane, Uriel; Egan, Little People of the Dust; Farrar, Eric; Finn, Tom Playfair; Garrold, The Black Brotherhood; Greene, Pickett's Gap or Handicapped or Lincoln's Conscript; Haaren and Poland, Famous Men of the Middle Ages; Hawthorne, Tanglewood Tales or Mosses From an Old Manse; Kane, For Greater Things; Kipling, Jungle Book; Lamb, Tales from Shakespeare; Leahy, Hiawatha's Black Robe; Loyola, Child of God; Miles, Truce of God; O'Reilly, A. J., Martyrs of the Coliseum; O'Reilly, J. B., Moondyne Joe; Parr, The Little Cardinal; Pyle, Men of Iron or Merry Adventures of Robin Hood or Within the Capes (for comparison with The Gold Bug); Sienkiewicz, Through the Desert; Spalding, The Cave by the Beech Fork; Stoddard, The Wonder Worker of Padua; Wiseman, Fabiola.

GROUP II

Ayscough, Faustula; Boudreaux, God Our Father; Bullen, Cruise of the Cachalot; Church, Lucius; Copus, As Gold in the Furnace; Creasy, Fifteen Decisive Battles of the World; Dickens, Tales of Two Cities; Drake, The Culprit Fay; Drane, History of the Knights of St. John; Earls, Melchior of Boston; Egan, Disappearance of John Longworthy; Goldie, Life of St. Aloysius; Hearn, Chita; Irving, Astoria or Captain Bonneville's Adventures; Jackson, Ramona; Kelly, Some Great Catholics of Church and State; Knight, Life of Alfred the Great; Longfellow, Evangeline or Miles Standish; Loyola, Soldiers of Christ; Lummis, Spanish Pioneers; Macaulay, Lays of Ancient Rome; Meschler, Life of St. Aloysius; Mulholland, The Wild Birds of Killeevy; Porter, Scottish Chiefs; Scott, Guy Mannering; Smith, F. H., A Day at Laguerre's, or Colonel Carter of Cartersville, or Tom Grogan; Wallace, Ben Hur.

GROUP III

Arnold, Sohrab and Rustum; Blackmore, Lorna Doone; Boudreaux, The Happiness of Heaven; Burroughs, Winter Sunshine; Carryl, The Lieutenant Governor; Coleridge, The

*See page 41.

Ancient Mariner; Collins, *The Moonstone*; Copus, *Andros of Ephesus*; Crawford, *Dr. Cladius*; Desmond, *Some Mooted Questions of History*; Devine, *Training of Silas*; Dickens, *Oliver Twist* or *Bleak House*; Dixon, *The Southerner*; Faber, *Spiritual Conferences* or *All for Jesus*; Goldsmith, *The Deserted Village*; Hale, *The Man Without a Country*; Harland, *The Cardinal's Snuff-Box* or *My Lady Paramount*; Hawthorne, *The House of the Seven Gables*; Headley, *Napoleon and His Marshals*; Herbert, *Garcia Moreno*; Horgan, *Great Catholic Laymen*; Keon, *Dion and the Sibyls*; Lucas, *In the Morning of Life*; McCarthy, *History of Our Own Times*; Miles, *Christine*; Palgrave, *Golden Treasury*, Book III; Scott, *Lady of the Lake*; Sheehan, *My New Curate*; Sienkiewicz, *The Deluge*, or *Pan Michael*, or *With Fire and Sword*, or *The Knights of the Cross*; Smith, J. T., *The Black Cardinal*; Smith, F. H., *Felix O'Day* or *Forty Minutes Late*; Stevens, *With Kitchener to Khartoum*; Stevenson, *The Black Arrow*, or *The Master of Ballantrae*, or *Fr. Damien*.

GROUP IV

Arnold, *On Translating Homer*; Bacon, *Essays*, selected; Carlyle, *Boswell's Life of Johnson* or *Essay on Burns*; Churchill, *Richard Carvel*, or *The Crisis*, or *The Crossing*, or *Mr. Crewe's Career*, or *Coniston*; Dixon, *Comrades*; Faber, *Bethlehem*; Feeney, *How to Get On*; Ford, *The Honorable Peter Stirling*; Grant, *Personal Memoirs*; Howells, *The Rise of Silas Lapham*; Johnston, *Lewis Rand*; Luby, *The Vandal*; Lucas, *At the Parting of the Ways*; Lytton, *What'll He Do With It?* or *The Last of the Barons*; Macaulay, *Essay on Warren Hastings*, or *Essay on Addison*, or *Essay on Goldsmith*; Maher, *The Shepherd of the North*; Mitchell, *Hugh Wynne*; Moore, *Melodies*; Newman, *Callista*; O'Meara, *Life of Frederic Ozanam*; O'Reilly, *True Men as We Need Them*; Palgrave, *Golden Treasury*, Book IV; Parsons, *Some Lies and Errors in History*; Reade, *Hard Cash*; Sheehan, *Glenanaar*; Sherman, *Memoirs*; Smith, F. H., *The Fortunes of Oliver Horn* or *Peter*; Stevenson, *Dr. Jekyll and Mr. Hyde*; Tennyson, *Selections*; Vaughan, *From Earth to Heaven*; Webster, *Adams and Jefferson*.

FRENCH

FRENCH I (ELEMENTARY)

Careful drill in pronunciation; elementary grammar with exercises including the principal irregular verbs; frequent practice in the use of more common French idioms; conversational exercises based on selections translated in the class-room; word order, sentence structure, elements of syntax; writing French from dictation; memorizing short poems; Chardenal's French Course; Mariet, *La Tache du Petit Pierre*; Ventura, *Peppino*.

FRENCH II (ELEMENTARY)

Elementary grammar completed; easy variations based on the text read; frequent abstracts, oral and written, of author studied; writing French from dictation; conversation. Chardenal's French Course. Malot, *Sans Famille*; De Maistre, *Les Prisonniers du Caucase*; Lamartine, *Jeanne d' Arc*. De Maistre's *La Jeune Siberienne*.

FRENCH III (INTERMEDIATE)

Constant practice in giving French paraphrases; abstracts and reproductions from memory of selected portions of matter read; more difficult parts of syntax emphasized; reading French prose and verse of ordinary difficulty; writing French from dictation; conversation; memorizing poems and dialogues. Halevy, *L'Abbe Constantin*; Daudet, *La Petite Chose*, *La Belle-Nivernaise*; About, *Le Roi des Montagnes*; Racine, *Athalie*.

GERMAN*

GERMAN I (ELEMENTARY)

Bacon's New German Grammar. Careful drill in pronunciation; the memorizing and frequent repetition of easy colloquial sentences; the rudiments of grammar; the article, nouns, adjectives, pronouns, weak verbs, and the more usual strong verbs; the use of the more ordinary prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word order; frequent easy themes; the reading of graduated texts; reproduction of portions of text read; the memorizing of poems and dialogues.

GERMAN II (ELEMENTARY)

Bacon's New German Grammar. The reading of easy stories and plays; practice in translating themes based on the matter read, and also in off-hand reproduction, oral and written, of the substance of short and easy selected passages, continued drill in the rudiments of grammar, to enable the pupil to use knowledge with facility in forming, and to state his knowledge correctly in the technical language of grammar; memorizing of poems and dialogues.
Reading: Bacon's *Im Vaterland*.

*These courses were not given in 1922-23.

GERMAN III (INTERMEDIATE)

Reading of German prose of ordinary difficulty; translation into German of connected passages of simple English, paraphrased from a given text; grammatical questions including syntax and word formation; the translation and explanation of passages from classical literature. Constant practice in giving oral and written paraphrases, abstracts, and reproductions from memory; writing connected German passages from dictation; grammatical drill in the less usual strong verbs; the use of the article, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive).

Readings: Auerbach's *Brigitta*, Eichendorff, *Aus dem Leben eines Taugenichts*.

GREEK

GREEK I

Constant drill in the inflectional forms, the use of the accents in reading and writing Greek, and the elementary principles of Greek syntax. Daily exercises, oral and written, are assigned throughout the year in order to enable the student to master once and for all the essentials of etymology and to acquire a working vocabulary preparatory to the reading of Xenophon. Connell's *Greek Grammar* and *First Greek Reader*.

GREEK II

First Semester: Review of the more difficult and unusual inflections; verbs in *mi*, irregular verbs and the syntax of independent sentences. Forelman and Lowe *Greek Readers*. Connell's *Greek Prose Composition*. Exercises 1 to 27.

Second Semester: Moods in dependent sentences. Forelman and Lowe *Greek Readers*. Gleason's *Greek Prose Composition*, Exercises 28 to 50.

HISTORY

HISTORY I (ANCIENT)

First Semester: Oriental and Greek History; mankind before the Deluge; the Oriental nations (Egypt, Chaldea, the Hebrews and their providential mission, Persia). The Greeks, their land and its prehistoric civilization; historical period of their greatness (Athens and Sparta, Persian and Peloponnesian Wars, social and intellectual conditions); the Graeco-Oriental World (Alexander the Great and his conquests, mingling of the West and East).

Second Semester: Roman History—The Romans, their land and its people; legendary history; the Republican Constitutions; struggle between the Patricians and Plebeians; conquest

of Italy and the Mediterranean World; Roman political and social conditions; struggle between the rich and the poor; rise of the Monarchy; the Empire at its height; foundation, extension and triumph of Christianity; the Teutonic Invasions; the Teutonic Kingdoms; the Papacy and Monasticism; the Papal States; establishment of the Holy Roman Empire; rise of Mohammedanism. Text: Betten's Ancient World.

HISTORY II (MEDIAEVAL AND MODERN)

First Semester: The Carolingian dynasty; the Anglo-Saxon, Danish and Norman dynasties in England; Germany and Italy under the Saxon, Franconian and Hohenstaufen Emperors; France under the Capetians; Feudalism and Knighthood; mediaeval Social Life; the Papacy in harmony and conflict with secular powers (Lay-Investiture); the Crusades and their effects; the Mendicant Orders; the Great Western Schism; the Spanish Crusades; the Hundred Years' War; dynastic conflicts in England; the Inquisition; mediaeval universities and guilds; the Renaissance; inventions; the Portuguese and Spanish discoveries; the reign of Charles V; the "Reformation" in Germany, England and France; England and Ireland; the Turks in Europe; the Age of Philip II and Queen Elizabeth. The Thirty Years' War.

Second Semester: The reign of Louis XIV; the Rise of Prussia and Russia; the War of the Spanish Succession; the War of the Austrian Succession; the French Revolution and the Reign of Napoleon I; the Congress of Vienna; the March of the Revolution through Europe; the unification of Italy and Germany and the end of the Papal states; the Balkan States and the dismemberment of Turkey; social and political changes in England; colonial expansion of European Powers and its consequences; the Far East; International Relations since 1871, The Great War. Text: Betten—Kaufman's Modern World.

HISTORY III (AMERICAN)

This course embraces one semester's work in American political, social and institutional history, with special reference to the period since 1760.

Text: Forman's Advanced History of the United States.

CIVICS

This course proceeds from a study of local government and institutions to those of the county, state and nation. The textbook is largely supplemented by the teacher, by collateral reading and reference work and by the discussion in the debating society of questions of civic interest.

Text: Forman's Advanced Civics.

LATIN

LATIN I

Inflection of nouns, adjectives and verbs, and the principal case and mode uses of syntax are carefully studied. Accurate memory work and daily drill, both oral and written, are employed to secure familiarity with the Latin forms. A working vocabulary of at least 600 words, selected for the most part with reference to the student's future reading, must be acquired during this year. Bennett's First Year Latin is the textbook used. In the first semester about thirty-five lessons are taken, and in the second semester the book is completed.

LATIN II

First Semester: Review of inflectional forms, irregular verbs, syntax; Caesar's Gallic War, Book I; study and sight reading. Bennett's New Latin Composition, Part I, Exercises 1 to 15. Bennett's Grammar, syntax involved in the exercises in composition.

Second Semester: Caesar, Book II; study and sight reading; Bennett's Composition, Exercises 15 to 27, and corresponding syntax.

LATIN III

First Semester: Cicero's Orations against Catiline, I and III; selected passages memorized; sight reading. Composition, Bennett, Part II, Exercises 1 to 16; syntax involved in the Exercises.

Second Semester: Cicero's On Old Age and selected Letters; Sallust's Catiline; selected passages memorized; sight reading. Composition, Bennett, Part II, Exercises 16 to 30, and corresponding syntax.

LATIN IV

First Semester: Cicero, Pro Archia and Pro Lege Manilia; Oration against Catiline IV for rapid reading; memorization of assigned passages. Composition, Bennett, Part III; topics of syntax involved in the Exercises.

Second Semester: Vergil, Aeneid, Books I and II; prosody, scansion; sight reading. Composition, Bennett, Part III, completed, and Supplementary Exercises in continued discourse.

MATHEMATICS

ALGEBRA I (ELEMENTARY)

First Semester: Symbols, positive and negative numbers, fundamental definitions, equation problems, special products, factors, factoring applied to equations, highest common factor, lowest common multiple.

Second Semester; Fractions, simple and complex problems involving fractions, graphs, simultaneous linear equations, square root, cube root, quadratic surds, quadratic equations, ratio, proportion, general powers and roots, miscellaneous exercises. Hawkes, Luby and Touton, First Course in Algebra.

ALGEBRA II (INTERMEDIATE)

Review of positive and negative quantities, fundamental operations, special products and factoring, simple equations, the remainder theorem, graphical representations, simultaneous linear equations, square root, cube root, binomial theorem, exponents, quadratic surds, quadratic equations including theory, graphs and problems, radicals, simultaneous quadratic equations including graphs and problems, ratio, proportion, variation, arithmetic and geometrical series. Hawkes, Luby and Touton, Second Course in Algebra.

ARITHMETIC (HIGHER)

This course is open only to the students of the Third and Fourth years of High School who have completed the first course in Algebra and Plane Geometry. The course covers fractions, decimal fractions, denominate numbers, percentage, profit and loss, trade discount, commission, insurance, interest, discount, partial payment, partnership, stocks and bonds, exchange, powers and roots, logarithms, approximations, progressions. Lectures and recitations five hours per week. Text: Wentworth's High School Arithmetic.

GEOMETRY I (PLANE)

First Semester: Rectilinear figures, triangles, quadrilaterals, polygons, loci, theorems, original theorems, construction, similar triangles, theorems of inequality. Texts: Wentworth-Smith, Books I and II.

Second Semester: Circles, metrical relations, constructions, numerical computation, mensuration of polygons, comparison of areas, constructions, regular polygons, circles, inscription and circumscription, measurements of the circle. Text: Wentworth-Smith, Books III, IV and V.

GEOMETRY II (SOLID)

The relations of planes and lines in space; properties and measurement of prisms, pyramids, cylinders and cones; the sphere and spherical triangle; original exercises including loci problems; applications to the mensuration of surfaces and solids. Text: Wentworth-Smith.

PHYSICS

This course consists of lecture-demonstrations, recitations and laboratory work covering, in a general manner, the fundamental principles of Physics. Four periods a week are given to lectures and recitations and one double period to laboratory work. A minimum of forty quantitative experiments are required for full credits in laboratory work, which is intended to familiarize the student with the standard apparatus and to train him in the methods of making and recording simpler physical measurements. First Semester: The mechanics of solids, liquids and gases, and heat. Second Semester: Sound, light and electricity.

Text: Millikan and Gale's Practical Physics (revised edition). Laboratory manual: Millikan, Gale and Pyle.

PHYSIOLOGY

A course of lectures, recitations and demonstrations concerning the organs of the human body and their functions; the elementary phases of physiological chemistry; sanitation, diet and personal hygiene. In the laboratory, dissections are made of the frog and rabbit and experiments performed on the living organs and tissues to show the characteristics of muscular contraction, nerve irritability, blood pressure, capillary circulation, etc.

Lectures and recitations, four periods a week; laboratory work, two periods a week.

Text: Martin-Fitz High School Physiology.

SPANISH

SPANISH I

Etymology to irregular verbs, including, however, the most common irregular verbs, as *haber*, *tener*, *estar*, *ser*, etc., and their idiomatic uses; reflexive verbs; fundamental rules of syntax; drill in pronunciation.

Oral and written translation: frequent exercises based on the rules of syntax and the more common Spanish idioms. Dictation and reproduction of simple prose readings.

De Vitis' Spanish Grammar; Wilkins-Lauria, *Lecturas Faciles*.

SPANISH II

Irregular verbs; syntax completed; daily composition, oral and written. Reading: Hills-Reinhardt's Spanish Short Stories; Alarcon's *Novelas Cortas Escogidas* and *El Capitan Veneno*; Harrison's Spanish Commercial Reader.

ZOOLOGY

This course is primarily intended to give the student a knowledge of the general principles of biology as exemplified in the animal kingdom, such as the structure and functions of the cell, cell division, reproduction, regeneration, digestion, etc.

It also is intended to give the true Catholic doctrine as regards many modern biological theories such as evolution, origin of life, the difference between animal and plant life, etc. The above principles and theories are treated in connection with a systematic study of the animal kingdom.

Lectures and recitations, four periods a week; laboratory work, two periods a week.

Texts: Smallwood, Revelery and Bailey.

ENROLLMENT, 1922-1923

*Roman numerals indicate class.

Armuth, Charles C. (IV)*.....	Dalton, Nebraska
Arnold, Marvin A. (II).....	Forth Worth, Texas
Beaghtler, William E. (II).....	Denver, Colorado
Beatty, Jackson (IV).....	Denver, Colorado
Beuchat, Eugene S. (II).....	Trinidad, Colorado
Blanchard, Earl . (IV).....	Denver, Colorado
Bolger, Donald P. (I).....	Denver, Colorado
Boyle, Jerome T. (III).....	Hershey, Nebraska
Boyle, Leo P. (III).....	Stratton, Nebraska
Bradasich, Anthony Z. (I).....	Denver, Colorado
Brady, Robert L. (I).....	Denver, Colorado
Brehm, Francis J. (I).....	Denver, Colorado
Brehm, Paul J., (IV).....	Denver, Colorado
Brennan, Martin (II).....	Walsenburg, Colorado
Bruno, Joseph A. (II).....	Denver, Colorado
Byron, John E. (III).....	Colo. Springs, Colorado
Burke, John O. (I).....	Denver, Colorado
Cahill, John (IV).....	Cheyenne, Wyoming
Campbell, Howard G. (IV).....	Blackfoot, Idaho
Campbell, John R. (III).....	Denver, Colorado
Carey, Thomas G. (III).....	Denver, Colorado
Carney, Joseph P. (IV).....	Denver, Colorado
Carollo, John A. (IV).....	Lava Hot Sprgs. Idaho
Carr, Frederick A. (I).....	Denver, Colorado
Cella, Joseph J. (I).....	Denver, Colorado
Church, John T. (II).....	Denver, Colorado
Clarken, Thomas J. (III).....	Glen Rock, New Jersey
Clocker, Charles J. (I).....	Denver, Colorado
Clocker, Edward G. (IV).....	Denver, Colorado
Collins, James D. (II).....	Gillette, Wyoming
Conway, Franklin L. (IV).....	Denver, Colorado
Cordes, Frederick R. (II).....	Denver, Colorado
Cramer, Michael A. (II).....	Denver, Colorado
Crater, Vincent E. (I).....	Casper, Wyoming
Crosby, Wade J. (IV).....	Iowa City, Iowa
Cullen, William F. (I).....	Denver, Colorado
Cunningham, Thomas C. (II).....	Denver, Colorado

Day, Edward C. (I).....Denver, Colorado
 Daigle, Williard J. (II).....Sheridan, Wyoming
 Danos, Ranger J. (IV).....Denver, Colorado
 Deitline, Paul R. (II).....Antioch, Nebraska
 Dermody, Walter J. (III).....Denver, Colorado
 Deering, Thomas E. (IV).....Denver, Colorado
 Delehanty, Edward J. (II).....Denver, Colorado
 Dinhaupt, Francis V. (II).....Denver, Colorado
 Donehue, Rupert H. (III).....Denver, Colorado
 Douglas, Joseph E. (I).....Denver, Colorado
 Doyle, James N. (II).....Denver, Colorado
 Doyle, William F. (II).....Denver, Colorado
 Dulmaine, Louis J. (IV).....Denver, Colorado
 Dutton, James A. (I).....Denver, Colorado

 Eckman, John S. (II).....Littleton, Colorado
 Elliott, Willis V. (IV).....Denver, Colorado
 Ervin, Leo O. (I)Denver, Colorado
 Elivian, Ernest E. (II).....Trinidad, Colorado

 Farrell, Felix F. (III).....Denver, Colorado
 Farrell, Francis J. (II).....Denver, Colorado
 Fisher, Bernard O. (III).....Grand Junction, Colorado
 Fitzpatrick, John L. (IV).....Greeley, Nebraska
 Fletcher, John E. (II).....Denver, Colorado
 Fontenot, Austin (IV).....Opelousas, Louisiana
 Fontenot, Joseph Y. (II).....Opelousas, Louisiana
 Forte, Leonard A. (IV).....Louisville, Colorado
 Fortune, James F. (I).....Denver, Colorado

 Garbella, Elmer J. (I).....Denver, Colorado
 Gallagher, Eugene F. (IV).....Denver, Colorado
 Gallegos, Juan D. (I).....Villa Nueva, New Mexico
 Garvin, George W. (II).....Pittsfield, Massachusetts
 Garrity, William J. (IV).....Denver, Colorado
 Genty, Milton F. (IV).....Denver, Colorado
 Gibbons, John P. (I).....Denver, Colorado
 Gibbons, Martin J. (III).....Crawford, Nebraska
 Golden, Martin J. (II).....Denver, Colorado
 Govern, Thomas H., (IV).....Lingle, Wyoming
 Grady, Joseph E. (II).....Colo. Sprgs, Colorado
 Griffin, Francis C. (III).....Denver, Colorado

Haley, Aloysius T. (I).....Brighton, Colorado
 Hannigan, Chauncey M. (II).....Denver, Colorado
 Harrigan, John J. (III)Casper, Wyoming
 Harrington, Theodore G. (I).....Denver, Colorado
 Hart, Edward F. (II).....Denver, Colorado
 Haskell, Charles A. (IV).....Denver, Colorado
 Healy, John J. (II).....Denver, Colorado
 Hecker, Bernard E. (IV).....Boulder, Colorado
 Henerey, Ryan de G. (II).....Denver, Colorado
 Hickey, David F. (IV).....Denver, Colorado
 Hill, Francis J. (III).....Denver, Colorado
 Hofschulte, William F. (I).....Denver, Colorado
 Hogan, J Harold (II).....Sheridan, Wyoming
 Hollis, Gordon F. (IV).....Denver, Colorado
 Horan, R. Paul (IV).....Denver, Colorado
 Hotchkiss, Richard D. (III).....Hudson, Wyoming
 Hough, Orville L. (IV).....Denver, Colorado
 Howard, Henry M. (IV).....Denver, Colorado
 Hupp, Robert J (III).....Denver, Colorado
 Hurley, Edward G. (II).....Denver, Colorado
 Hyland, John E (I).....Denver, Colorado
 Hynes, Norbert J. (IV).....Denver, Colorado

Iamónico, Joseph L. (II).....Denver, Colorado

Jacques, Walter (IV).....Denver, Colorado
 Judge, Eugene H. (III).....Denver, Colorado

Kaib, Joseph F. (III).....Denver, Colorado
 Kamm, Albert G. (I).....Fort Collins, Colorado
 Keating, Joseph D. (III).....Denver, Colorado
 Kennedy, John J. (III).....Kansas City, Missouri
 Keefe, Tilton M. (II).....Cheyenne, Wyoming
 Keenan, George F. (III).....North Platte, Nebraska
 Kelly, James R. (I).....Arvada, Colorado
 Kelly, Mortimer F. (IV).....Cairo, Illinois
 Kemme, Clarence H. (III).....Denver, Colorado
 Kerns, Charles H. (III).....Denver, Colorado
 Kirk, William J. (II)Denver, Colorado
 Knight, John O. (IV).....Denver, Colorado
 Knopke, Francis J. (III).....Denver, Colorado

Langly, John E. (I).....Amarillo, Texas
 La Bate, Guido (I).....Denver, Colorado
 Lamborn, Howard E. (I).....Denver, Colorado
 Lampert, Donald F. (II).....Denver, Colorado
 Landwehr, Anthony J. (I).....Denver, Colorado
 Larche, Albert A. (II.).....Denver, Colorado
 Lardner, Joseph P. (II).....Denver, Colorado
 Lawrence, Harry G. (II).....Denver, Colorado
 LeFaivre, William E. (III).....Denver, Colorado
 Lloyd, Dexter H. (II).....Denver, Colorado
 Lynch, Cyril J. (III).....Patterson, New Jersey
 Luckenback, Rolf H.Denver, Colorado
 List, Byron H. (IV).....Denver, Colorado
 Lucy, Robert D. (IV).....Denver, Colorado
 Lucy, Sanford D. (IV).....Denver, Colorado
 Luke, Leiland (I).....Denver, Colorado

 Maloney, John W (IV).....Denver, Colorado
 Martin, E Joseph (II).....Kremmling, Colorado
 Madigan, Thomas H. (II).....Denver, Colorado
 MacNaughton, Daniel J. (III).....Denver, Colorado
 Maguire, Joseph C. (II).....Denver, Colorado
 Maloney, Frank L. (IV).....Denver, Colorado
 Malloy, Brendon D. (I).....Denver, Colorado
 Marcero, Joseph L. (III).....Pontiac, Michigan
 Marcero, Thompson L. (IV).....Pontiac, Michigan
 Maroney, Carlton A. (I).....Denver, Colorado
 Martin, Francis H. (III).....Denver, Colorado
 Mastroianni, Silvio D (IV).....Denver, Colorado
 Maxwell, Murray J. (III).....Denver, Colorado
 Miller, Francis J. (III).....Denver, Colorado
 Miller, Wade B. (I).....Denver, Colorado
 Mecum, J. Wesley (II).....Denver, Colorado
 Minskey, Jeremiah J. (III)Akron, Colorado
 Mitchell, Martin H. (IV).....Denver, Colorado
 Murphy, William J. (III).....Denver, Colorado
 Murphy, John K. (II).....Denver, Colorado
 Murphy, Robert J. (II).....Denver, Colorado
 Moffat, Joseph M. (I).....Denver, Colorado
 Moore, Ralph E. (IV).....Denver, Colorado
 Masconi, Charles L. (II).....Denver, Colorado
 Moynahan, Samuel L. (II).....Denver, Colorado
 Mrak, Frank R. (I).....Rock Springs, Wyoming

McAndries, Miles T. (IV).....Denver, Colorado
 McAuliffe, Gerald E. (I).....Denver, Colorado
 McCarthy, John F. (III).....Taos, New Mexico
 McCarthy, Justin J. (III).....Taos, New Mexico
 McCarthy, Justin J. (II).....Casper, Wyoming
 McCarthy, Lionel D. (I).....Denver, Colorado
 McCarthy, Mervyn L. (III).....Denver, Colorado
 McEahern, Francis M. (IV).....Denver, Colorado
 McGuire, Adrian J. (II).....Denver, Colorado
 McGinley, Daniel J. (I).....Proctor, Colorado
 McIntyre, George T. (II).....Arvada, Colorado
 McMahon, Frank M. (I).....Denver, Colorado
 McNulty, John E. (II).....Denver, Colorado
 McPartlin, Stephen E. (I).....Chicago, Illinois
 McSwigan, James A. (II).....Denver, Colorado
 McTigue, James D. (II).....Colo. Sprgs. Colorado
 McMaster, Gerald J. (I).....Denver, Colorado

 Nadorff, Henry A. (II).....Brighton, Colorado
 Nechochea, Javier F. (II).....Lerdo, Mexico
 Nesbitt, Frank (IV).....Lionkel, Wyoming
 Newby, Maurice F. (II).....Montgomery, West Virginia
 Northrop, Hueston J. (I).....Denver, Colorado

 O'Byrne, Joseph W. (III).....Boulder, Colorado
 O'Brien, Robert E. (III).....Kansas City, Missouri
 O'Donnell, John A. (I).....Chicago, Illinois
 Ogara, Joseph W. (I).....Denver, Colorado
 Ohrel, Omer (IV).....Walsenburg, Colorado
 O'Malia, Austin J. (II).....Denver, Colorado
 O'Malia, Charles E. (I).....Denver, Colorado
 O'Malia, George E. (III).....Denver, Colorado
 Ott, George F. (I).....Denver, Colorado

 Palladino, Frank G. (II).....Denver, Colorado
 Palrang, Maurice H. (II).....Fort Lyon, Colorado
 Petrone, Joseph E. (I).....Denver, Colorado
 Pollice, Anthony (I).....Denver, Colorado
 Potter, Frederick W. (I).....Henry, Illinois

 Quinn, Francis C. (I).....Durango, Colorado

 Reddin, John W. (II).....Denver, Colorado
 Roesch, George F. (I).....Denver, Colorado

Roesch, Joseph R. (II).....Denver, Colorado
 Rollman, Louis S. (II)Denver, Colorado
 Ross, Emmett F. (I).....Denver, Colorado

 Sanders, William F. (II).....Denver, Colorado
 Schmidt, George L. (II).....Denver, Colorado
 Schmitz, Herman J. (I).....Denver, Colorado
 *Scott, Francis O. (IV).....Central City, Colorado
 Seep, Herman F. (I).....Denver, Colorado
 Shea, Gerald A. (III).....Denver, Colorado
 Shelly, Richard W. (II).....Denver, Colorado
 Simington, Frank P. (I).....Denver, Colorado
 Springer, George W. (III).....Denver, Colorado
 Springer, Ralph F. (II).....Denver, Colorado
 Stansell, Charles B. (III).....Denver, Colorado
 Steinmetz, John J. (I).....Denver, Colorado
 Stemmler, George J. (IV).....Denver, Colorado
 Steneck, Rudolph A. (IV).....Meagith, Wyoming
 Stevens, Douglas F. (I).....Denver, Colorado
 Stevens, Leo I. (III)Denver, Colorado
 Stewart, Cleon L. (I).....Arvada, Colorado
 Sullivan, John M. (IV).....Denver, Colorado
 Sweeney, Lawrence P. (I).....Denver, Colorado
 Swigert, William B. (I).....Denver, Colorado

 Tobin, Frank E. (III).....Denver, Colorado
 Toomey, Peter R. (I).....Cleveland, Ohio

 Van Dyne, Mabry A. (III).....Denver, Colorado
 Vinton, Donald P. (IV).....Whitman, Nebraska
 Vinton, Williard F. (II).....Whitman, Nebraska
 Vitry, Sidney J. (IV).....Denver, Colorado

 Walsh, Edward R. (I).....Denver, Colorado
 Walsh, James F. (II).....Denver, Colorado
 Walsh, Joseph P. (III).....Rock Springs, Wyoming
 Whitmore, William A. (I).....Brighton, Colorado
 Williams, Elwood R. (II).....Denver, Colorado
 Wilmot, Edwin C. (I).....Denver, Colorado
 Winter, Herman J. (II).....Denver, Colorado
 Winter, Otto F. (III).....Denver, Colorado

 Zarlengo, Henry E. (II).....Denver, Colorado

*Died June 25, 1923.

AWARDS OF MEDALS AND PRIZES, 1922-1923

THE CONNOR MEDAL

For Excellence in Elocution
was won by

JAMES. A. McSWIGAN

Next in merit: FRANCES V. DINHAUPT

Founder of the Medal: Mrs. M. J. Lamb, Chicago, Illinois

THE HIBERNIAN MEDAL

For the Best Essay on Irish History
was won by

O. LOUIS HOUGH

Next in merit: HOWARD G. CAMPBELL

Donated by the Ancient Order of Hibernians, Denver, Colo.

THE NICHOLS MEDAL

For Excellence in Elocution
was won by

R. PAUL HORAN

Next in merit: JOSEPH D. KEATING

Founded by the late J. Hervey Nichols, Denver, Colorado

CLASS MEDALS

The Gold Medal for the Highest General Average in the
Fourth Year, Division A, of High School
was won by

NORBERT HYNES

Donors of the medal: The Regis Alumni Association
Denver, Colorado

In the Second Year of High School, Division A, the Medal
was won by

JAMES McSWIGAN

Next in merit: FREDERICK CORDES

In the Second Year of High School, Division B, the Medal
was won by

JOHN REDDIN

In the First Year of High School, Division A, the Medal
was won by

JOSEPH CELLA

Next in merit: FREDERICK POTTER

In the First Year of High School, Division B, the Medal
was won by

ANTHONY BRADASICH

Next in merit: EDWARD WALSH

HONOR STUDENTS, 1922-23

First Honors are merited by those students whose average for the year is not less than 90 per cent. Second Honors, by those whose average does not fall below 85 per cent.

FIRST HONORS

Norbert Hynes

Howard G. Campbell

Jerome Boyle
Francis Knopke
Irving Stevens
John McCarthy
Frederick Cordes
James McSwigan

John Reddin

Joseph Cella
Frederick Potter

Anthony Bradasich
Edward Walsh

SECOND HONORS

Edward G. Clocker
R. Paul Horan
Jackson Beatty
Willis Elliott
Leonard Forte
Thomas Govern
Felix Farrell
Louis Hough
Mervyn McCarthy

William Lefavire

Eugene Beuchat
Michael Cramer
Edward Delehanty
Donald Lampert
Joseph Roesch
Ralph Springer
Henry Zarlengo
Elmer Garbella
Lionel McCarthy
Herman Seep
Douglas Stevens
James Kelly
Anthony Landwehr
Stephen McPartlin
Joseph Moffat
William Swigert

DIPLOMAS OF GRADUATION FROM REGIS HIGH SCHOOL

conferred upon

Charles Connelly Armuth	Robert Paul Horan
Earl James Blanchard	Louis Orville Hough
Paul John Brehm	Henry Mann Howard
John Terence Cahill	Norbert Joseph Hynes
Howard George Campbell	Walter Jacques
John Andrew Carollo	Byron Henry List
Edward Griffith Clocker	Sanford Daniel Lucy
Louis James Dulmaine	Francis Michael McEahern
Willis Victor Elliott	Thompson Leo Marcero
Leo Austin Fontenot	Silvio Daniel Mastroianni
Leonard Angelo Forte	Ralph Edward Moore
William John Garrity	Frank Lewis Nesbitt
Thomas Henry Govern	Omer Joseph Ohrel
David Francis Hickey	Owen Francis Scott
John Martin Sullivan	

Thirty-fifth Annual Commencement

THURSDAY EVENING

JUNE 14TH

College Auditorium at 8:15 o'clock

PROGRAM

Procession of the Regis Faculty and the Graduates of 1923

Processional MarchENGELMAN
College Orchestra

President's Annual Report.....Reverend R. M. Kelley, S.J.
President of Regis College

Presentation of Candidates for High School Diplomas.....
.....Reverend John G. Krost, S.J.
Principal of the High School

Overture, "Stradella"FLOTOW
College Orchestra

Presentation of Candidates for Collegiate Degrees.....
.....Reverend John G. Krost, S.J.
Acting Dean of the College

Valedictory.....Joseph A. Craven, Jr., A.B.

Prelude, "Siciliana"MASCAGNI
(From "Cavaleria Rusticana")
College Orchestra

Awarding of Special Prizes and Class Medals.....
.....Reverend R. M. Kelley, S.J.

"Adoration"BROSKI
College Orchestra

Address to the Graduates.....Reverend William O'Ryan, D.D.

"School Comrades"FLOYD
College Orchestra

ACKNOWLEDGMENTS

The High School, like all private institutions, is dependent on its friends for every necessary aid in prosecuting and developing its work, and it trusts to their generosity and their zeal for the higher things of individual and national life for assistance in bringing desired improvements to a successful issue.

The President and faculty wish to express their thanks for the kindly spirit manifested by those who are active in forwarding the interest of the School.

Since the last issue of the Catalog was printed in July 1922, a campaign for funds was begun. The goal of this campaign is \$1,000,000.00. To date over a quarter of this amount has been realized in paid and unpaid pledges. Approximately \$75,000.00 has been paid into the College building fund during this past school year.

The President and faculty wish to record their heartfelt gratitude to the thousands of subscribers who contributed to this fund, to the many public spirited and unselfish men of Denver and vicinity who worked to make the campaign a success, to the priests of the Colorado diocese, to the Alumni Association of Regis College who have made possible the building program already begun. The College is grateful also to the newspapers of Denver which gave so much space to make known the accomplishments and the plans of the College. The campaign is to continue until the desired goal of \$1,000,000.00 is reached.

Grateful acknowledgment is made for the following donations:

GENERAL

"Knock-Down Bleachers" for athletic field with seating capacity of 650 donated by J. Leo Stack, Denver, Colorado.

A large souvenir reading lamp, made of shells from the Great War, donated by Mr. and Mrs. E. T. Henery, of Denver.

A billiard table and a beautiful fountain donated by Dr. D. G. Monaghan, Denver, Colorado.

SCIENCE DEPARTMENT

Rev. Jos. Foulquier, S.J., Colegio Antonio Vierra Bahia, Brazil, South America—Valuable collection of minerals and native gems from Brazil.

Mr. L. A. Fontenot, Sr., Opelousas, La.—Biological specimen.

Miss N. Joyce, Denver—Valuable minerals from South America.

Mrs. P. C. McCarthy, Denver—Biology laboratory contribution.

George H. Roesch, Denver—Valuable electric motor and chemical glassware.

Mr. Frank Stanek, Denver—Valuable electric motor.

LIBRARY

The President and Faculty also wish to acknowledge with thanks contributions to the Library from the following:

Five hundred volumes, the generous gift of St. Ignatius College of Arts and Sciences, Loyola University, Chicago, Illinois.

Mr. Joseph Francis, Milwaukee, Wisconsin—Several volumes.

Mr. Edgar C. McMechen, Editor of Municipal Facts, Denver—"Life of Robert W. Speer." (2 copies.)

Allyn & Bacon; American Book Company; Bureau of Mines, Colorado; Bureau of Standards, United States; Bureau of Education, United States; Catholic Education Association; Century Company; Charles E. Merrill Company; Civil Service Commission; Department of Agriculture; United States Department of Commerce and Labor, United States; Department of Interior, United States; Ginn & Company; D. C. Heath & Company; Houghton Mifflin Publishing Company; Library of Congress; Longman's, Green and Company; Loyola University Press; The MacMillan Company; Regents Publishing Company; John A. Roebling's Sons Company; Schwartz, Kirwin, Fauss Company; Scott Foresman Company; Smithsonian Institute; State Geological Survey; U. S. Treasury Department, U. S.; Geological Survey, U. S.; Census Bureau, War Department; World Book Company; Bulletins from various Colleges and Universities.

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DENVER, COLORADO

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